

Skills for the Workplace

Module Assignment Submission

Student Name:	Lisa Ann James
Student Number:	2115847
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Statement of Confirmation of Authenticity

By the act of making this submission, the student declares that this is the work of the student named above. The work has not, in whole or in part, been knowingly presented elsewhere for assessment, or where assessment has been built on a previous assessment, this has been identified. Where materials have been used from other sources it has been properly acknowledged. If this statement is untrue, the student acknowledges that an assessment offence has been committed.

Attention is drawn to the plagiarism and unfair practice policies of both the University and of ILM.

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Section 1: Know how to identify development needs

There are many methods available to identify the learning styles of an individual. This section of the assignment uses three well-known models to obtain this information to assess my colleagues and my learning styles. Once this exercise has been completed, we should then be able to use this information to successfully adopt the correct methods for learning and developing the personal growth of the team. For my colleague, I used the Honey and Mumford Learning questionnaire (Honey 2001) and requested she complete the Dantec module of learning styles (Mozzon-McPherson, Dantec 2006) which was proven to help support and manage the learning of languages. I again used the Honey and Mumford Learning questionnaire, Dantec Module and VARKs questionnaire to determine a sensory model of a learning type. (Childs-Kean, Edwards et al. 2020)

1.1 Identify learning styles for self and another

My colleague's outcomes showed her Honey and Mumford results as a **Reflector** and **Theorist**.

The Dantec results showed her to be a character who learns from concrete experience and abstract conceptualisation, defined by the theory of four sensory types feeling, introvert, thinking and sensing. This individual's learning type four **sensing** is interpreted as a dynamic learner and three the **common-sense** learner.

My outcomes showed my Honey and Mumford results as an **Activist** and **Pragmatist**.

The Dantec results showed my character as someone who learns from concrete experience and active experimentation. (Kolb 1976) theory of four sensory types shows my learning sensory outcomes as only four **senses** interpreted as a dynamic learner. Lastly, the 16-point multiple choice VARK questionnaire (Prithishkumar, Michael 2014) shows another four different learning modes, this showed me to be someone with a **Visual** learning style, an individual who prefers to work from written directions and observation.

As the results show there can be more than one defining result for an individual which is what makes us as humans so diverse and adaptable. (Kolb 2007) This paper page 8 figure 2 gives us a breakdown of how the brain digests information and forms it into a learn cycle by which we can acquire the knowledge to present information in a manner that we can learn and develop skills and test theories.

* Please refer to Appendix A for further details.

1.2 Use a simple technique for identifying development needs for self & another

SWOT Person 1		
INTERNAL	STRENGTHS • Age and experience • Determination • Communication, home, family, friends • Willingness to learn new things • Adventurous • Time for myself •	WEAKNESSES • Manual and physical tasks • To stand up to intimidating people • Skill in geometry and algebra
	EXTERNAL	OPPORTUNITIES • Develop further educational skills • Make new friends and have discussions • Travel

When using a SWOT analysis I found a good article <https://www.bl.uk/business-and-ip-centre/articles/what-is-swot-analysis> this was a very informative piece of work to better understand the reasoning behind the method and how to apply it to any person or subject within the workplace. You will strip back to the basics which the four core elements help to then build some objectives and put conversation strategies in place for improvement and growth.

Conversation Strategies for Person 1

- Person 1 weakness identified in the manual and physical task could be overcome by conducting a health and safety review of their working environment and putting into practice any changes to help overcome this. A short course in Manual Handling would be a good educational tool.
- Person 1 weakness identified in dealing with intimidating people. An assessment of this situation and how/why it is occurring would be a sensible approach, it could be a lack of understanding between individuals. Ensure your company has an anti-bullying and harassment policy in place.
- Threats in the ability to memorise can be an age-related issue and certain tasks and exercises you can practice will help train your brain for better memory retention.

SWOT Person 2			
INTERNAL		STRENGTHS • Communication • Organised • Good customer relations • Invest in employees training • Specialist Accredited Training • Work well with others • Willingness to learn • CEO is well respected within this field of work	WEAKNESSES • Too nice • Distracted easily • Poor time management • Take on too much, cannot say No • Lack of business management skills • Lack self-belief • Lack of thorough knowledge of QuickBooks booking practices.
		OPPORTUNITIES • Revise training delivery • Travel with job • Technical Advancement • New joint ventures • CEO has a large networking reach • Funding/investment for growth	THREATS • Ability to memorise information • Pandemic/crisis • Stress and pressure • Competition and price wars • No experience in running a business • Employee's leave for a competitor • Low-income wage

Conversation Strategies for Person 2

- Person 2 we can identify this person has a lack of self-belief, the knock-on effect rolls on to shape the weakness outlined above as well as a review of this person's workload and job description. I would advise some short educational courses in time management, QuickBooks software, stress management, self-awareness and personal development.
- Whilst the pandemic situation is a difficult time for all businesses a risk management assessment and a built-in contingency plan may help to deal with unforeseen circumstances. Contractual clauses would help with employees leaving for competitors or prevent them from passing on information.
- Competition and price wars can be measured by keeping an eye on our competitors and employing a sharp, tactical marketing team to stay ahead of the game.

Person 2		
Current State	Action plan	Desired State
No management skills or qualifications	Find the time to concentrate on your studies, make a plan to get there.	Achieve SFTWP qualification and ILM 4
Start Year 2 SFTWP	Speak to the boss to make him aware the programme has changed a lot his he did it and request a comprise on my time	Continue in studies and achieve the desired result in a less stressful manner
Start Year 3 SFTWP	Continue to build self-belief and ensure I organise my time management to find a healthy balance between work, study and home to achieve the result	Graduate

Person 2		
Current State	Action plan	Desired State
Poor IT Skills	Work with others to achieve an understanding of systems. Try to find a course that supports a more mature learner	Would like to be more competent and confident with IT
Work Part-time as IQA	Speak to the owner about hours and possible training of a replacement or part-time colleague.	Look to cut back hours

A gap analysis will give us the ability to take a situation, see where we are, what we want to be and how to get there. (Scott, Davis et al. 1993)

The Johari window is another tool we can use to assess our self-awareness.

(Luft, Ingham 1955)

Person 1

KNOWN TO OTHERS	ARENA KNOWN TO SELF • White Female • Work as Group support co-ordinator • Nice individual • Caring / Compassionate • Social • Enjoy teaching	BLINDSPOT UNKNOWN TO SELF • Managing the situation • Trying not to appear stressed • Not able to take criticism well • Too tuff on self when failing • Some find my slow learning annoying
	FAÇADE • Try to appear calm under pressure • Try to look like I know what I'm doing • Suffering from mental health • Struggle with comprehension makes me slow in completing some tasks	UNKNOWN • Whether my job is safe • Future • Covid pandemic • The outcome of the SFTWP Course and graduation • How to improve comprehension

1.3 Identify potential barriers to learning for self and others.

Person 1 Barriers	Person 2 Barriers
Financial barrier - Lack of funds for study	Financial barrier - Lack of funds for study
Financial barrier – Low income	Financial barrier – Low income
Emotional barrier – Lack of self-belief	Emotional barrier – Lack of self-belief
Emotional barrier – Fear of failure	Emotional barrier – Fearful of intimidating individuals
Physical barrier – Reading comprehension and ability to hold concentration when reading hard	Physical barrier – Physical Strength for manual tasks
Physical barrier – Balance work and study time	Physical barrier – Age

1.4 Explain how these barriers to learning can be overcome.

Person 1 Barrier	Action	Person 2 Barriers	Action
Financial barrier - Lack of funds for study	Could be eligible for a student loan	Financial barrier - Lack of funds for study	Could be eligible for a student loan or high from DWP as at pensionable age
Financial barrier – Low income	Study to achieve better prospects. Set high goals when applying for positions.	Financial barrier – Low income	See if any age-related funding options are available
Emotional barrier – Lack of self-belief	Praise yourself for what you're good at, Build positive relationships, learn to be assertive, Start saying "no"	Emotional barrier – Lack of self-belief	Recognise what you're good at, be kind to yourself, Learn to stand your ground, give yourself a challenge.
Emotional barrier – Fear of failure	Concentrate on your goal, visualise all potential outcomes, be positive, learn from your outcomes	Emotional barrier – Fearful of intimidating individuals	Try to understand why and who triggers these feelings. Learn to be more assertive
Physical barrier – Reading comprehension and inability to hold concentration when reading	Find a method to make this an easier task, get tested for any reading issues as Dyslexia is in the family. Could cause motivation issues.	Physical barrier – Physical Strength for manual tasks	Find ways to overcome and adapt possibly create other methods of storage or hire people to help.
Physical barrier – Balance work and study time	Learn better time management techniques, discuss workload with the manager, self motivate	Physical barrier – Age	Age is just a number believe in yourself and use your wealth of experience and wisdom as a key quality

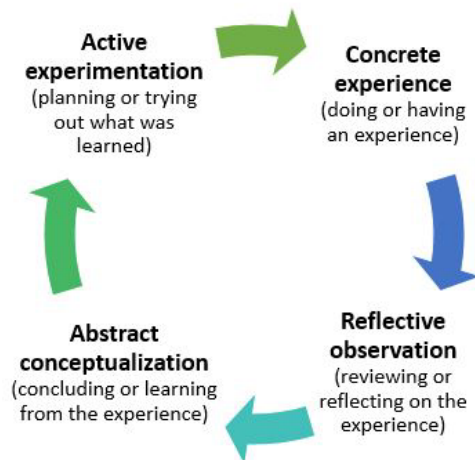
Section 2: Know how to develop self & others to achieve organisational objectives

We can look to use various methods for developing local courses to develop skills, training online, reading books on identified areas of improvement. Your company may have standard operating procedures SOPs in place to help build in-house competence. Using the information and tools shown in this course it will now be easier to measure the self-development of my colleague and my own needs to meet the business's requirements.

For myself, it is evident that time management is a critical area in my development, learn to manage my workload effectively and also become a more proactive rather than reactive member of the team. Try to build self-esteem and confidence by tackling a few more obstacles to prove to myself that I am capable of achieving positive outcomes in a situation without being so hard on myself if I fail. Learn to build contingency plans, *If You Fail to Plan, You Are Planning to Fail*” — **Benjamin Franklin**

A review of my colleague's position within the company and how her role could be reduced. It would be sensible to invest in their IT skills, this in itself would cut down the workload and make this individual more effective in the business.

2.1 Analyse learning/development options to meet needs of self & others.



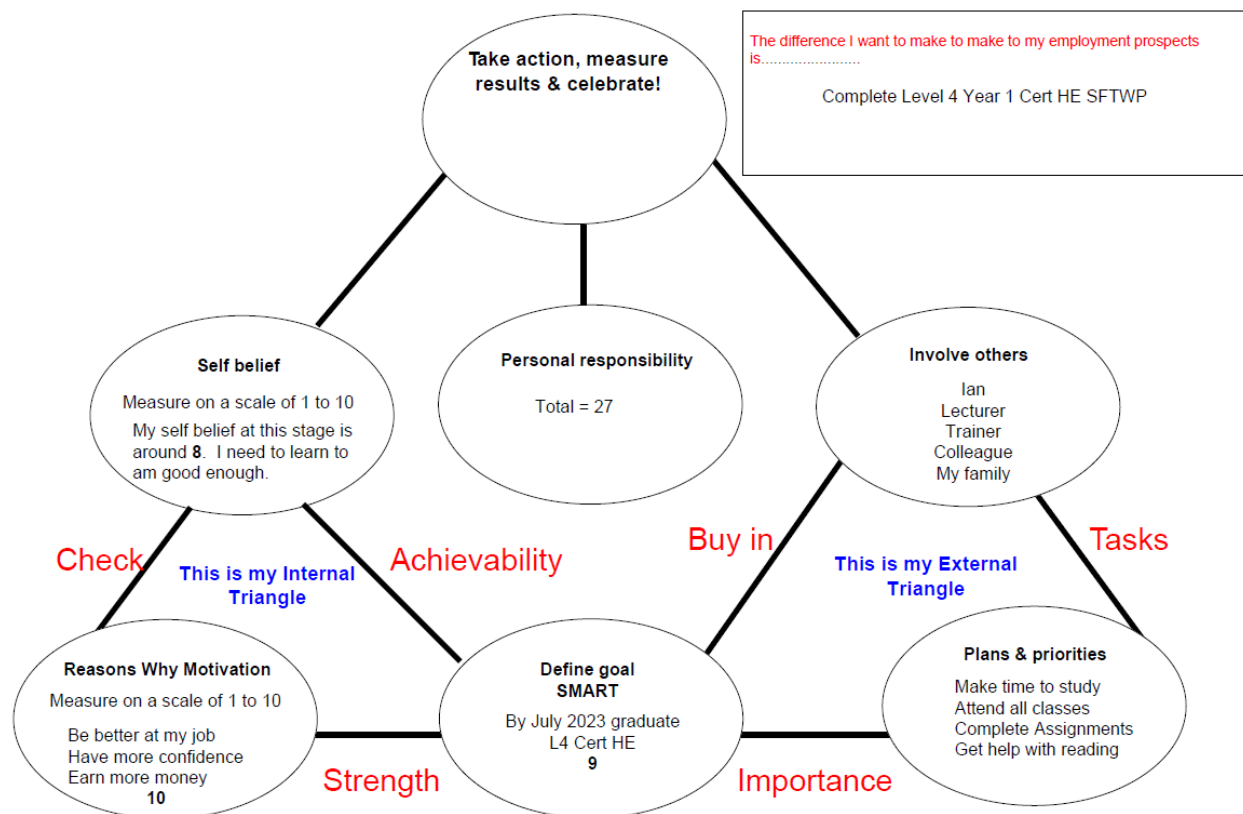
KOLB, D.A., 2007. *The Kolb learning style inventory*. Hay Resources Direct Boston, MA.

If we look at the actual learning cycle we can see there is a pattern that follows we will have an attempt at trying something and by doing so we start ourselves on a learning curve, when we then review what actions we took and the outcome we can draw our conclusion on this process. Did we enjoy the experience, is there something we could have done better or how we may make changes to improve the process or outcome. Asking for feedback to gauge our actions and how they reflect on ours. A good example of this in my job was when I first learned how to book a course, arrange the training and complete the circle so the learners achieved their qualifications. During this process I had to liaise with

many parties, awarding bodies, customers and tutors so gaining their feedback helped me to understand the process, where I may have gone wrong and ensure I had a checklist for every course to ensure all the administration followed easily for a quick turn around.

This method gave me the opportunity to reflect on the process and find a process that I understood and gave me the ability to perform this area of my job well and with review it can be built upon for constant improvement as things change over time.

2.2 Identify support mechanisms for the development of self & another



My External triangle is my support network the people I can lean upon to achieve my Cert HE but I also need to make sure they all understand I will need to time and space to plan my priorities and may need to make certain sacrifices to get there. I know I will need to work on my time management to learn to study from scratch.

2.3 Prepare development plans for yourself and another person

Part 1: Personal Analysis

See SWOT Analysis in 1.2

Part 2: Setting Goals

What do I want to learn? Person 1	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review
Achieve Cert HE level 4	Turn up for all classes, listen and study	Peer group, lecturer, UWTSD moodle access.	Achieving deadlines and completing assignments	Target is the submission dates
Become a better learner find resources and techniques to help.	Recognise I have a reading, comprehension and concentration issue	Start with advice from the lecturer, seek support from student services	Obtaining an assessment of my skills	Before the end of 1 st year.

What do I want to learn? Person 2	What do I have to do?	What support and resources will I need?	How will I measure success?	Target Date for Review
IT Skills	Work with peers to achieve an understanding of systems.	Try to find a course that supports a more mature learner, view online tutorials	Become competent and confident with IT. Perform tasks with little help.	Review by the end of 2021 with an appraisal

Part 3: Personal Objectives

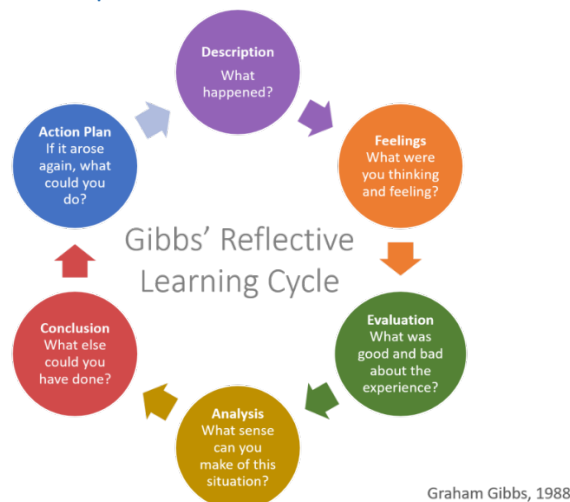
Short Term Goals (next 12 months)
Achieve Cert HE level 4 ILM and complete Level 3 Award in Education and Training at work
Medium-Term Goals (2-3 years)
Continue with my Level 5 & 6 studies to achieve my degree
Long Term Goals (3-5 years)
To have achieved my degree and be able to run a successful business with confidence using the skills I've learned.

2.4 Method used to monitor the development of self & another.

Using the methods shown above and by setting a SMART objective in line with yearly appraisals we can measure both my needs and the company's requirements. Raise issues, deliver feedback and 360 feedback which allows a complete process and circle of continuous improvement and produces continued personal development.

Section 3: Know how to prepare for the recruitment process

Reflection on the recruitment process



Gibbs Reflective cycle shows us the best way to reflect on situations so we may learn and apply a successful resolution to tasks. Here is an example of when I tried for an internal job within my organisation and all the processes as described above I went through.

What Happened

An application was completed for the role of international trainer within my current employer. The application process was extremely difficult, and many aspects of the role I knew from an administrative perspective. I showed keen interest when completing the application of wanting to put my knowledge into a more productive and physical delivery of the subjects my company teach. I wanted to progress and grow personally in my career showing a particular interest in the delivery of First Aid Training. The interview process was very relaxed not too formal as I was already a member of the team. There were several other candidates all of which had more experience than I have teaching and/or working in this type of environment, but I felt with my administrative experience it would hold me in good stead with the organisational elements of the interview and I have almost completed by QNUK Level 3 Award in Education and Training. The downside of the interview was my lack of on the ground experience, while I came away from the experience feeling it was a very educational experience

How did I feel?

By my understanding of the company and role after having spent 2 years within SMS Training and dealing with SMS Africa I did feel my approach to the application and interview process gave a slight edge against the other applicants for this role. Although many of the other applicants were far more experience in leadership, knowledge of the areas covered and have had the added advantage of already working and establishing themselves within this area of expertise, mostly with a military background. I accept that with my limited experience this may be a challenge and I would address this by seeking out those with experience to help guide me in my decision making, especially in scenarios where I need to ensure I know how to follow the appropriate protocols to be both safe and effective.

By demonstrating a good positive approach and taking advantage of working as a group support coordinator for the company for 2 years I gave the impression I was hoping to convey. The interview was overwhelming, and I did my best to remain calm and truthful on tasks raised by the director in which I have no physical experience yet but showed the wiliness to learn and expand my skill set given the opportunity. The interview process itself was quite an old approach sit down and answer questions style, it would have been a little more initiative-taking to may have the opportunity to conduct a micro-teach scenario to show my tutoring skills and teaching style to a member of the training team.

Evaluation/Analysis

Leadership can be defined as “the act of influencing people to change direction, either by example or by advocating a better way” (McCrimmon, 2017). Leadership styles are important to focus upon, and in relation to the role I have applied for there may be many occasions when I will need to project on to teams based in various locations how the company deliver courses, the standard expected by SMS Training and the awarding bodies so to set a standard across the board. After consideration of Goleman's (2000) question of “What do effective leaders do?” I used the identification of my learning style to determine what type of leader I would be, my conclusion was a democratic style of leadership, as described by Goleman (2000); that is to say that I aimed to forge consensus through participation by asking questions like “what do you think?”. No one style of leadership will be accepted universally, but I believe a democratic approach will be best suited to me, mostly due to my level of experience and to help me gain a better level of understanding within the cultures, open the table for an inclusive learning experience with both the learners and tutors. I am confident with time and experience I will adopt a professional style of leadership, the visionary style of leadership, where I will possess enough experience to lead people in a positive direction to influence change by having a more “follow me” approach (Goleman, 2000).

Conclusion

The entire process was a valuable experience, and I certainly came away believing I could build on what I had learned from the experience. Whilst I realize now that the recruitment process is more than just a job description and fitting the requirements. There is also the consideration that an employer will also have a personal profile to fit the potential candidate before the interviewing process which will be taken into consideration by either the HR department or recruit agency. While risk management and security are a very male-dominated environment with a tendency to lean toward individuals with a military background. I have found that the first aid element of the training provided by SMS training, opens avenues for individuals to tutor in these international areas a good avenue into the business.

Action Plan

Continue to develop experience in leadership, team working and spend time with my mentor to continually improve my teaching skills, organizational abilities and use the new skills pertaining to recruitment for any future prospective jobs now I have gained a better understanding of the process after completing my assignment.

Continue to act professionally, using effective communication and positive leadership styles to achieve end goals. Try to always keep up with economic interests, political changes, and cultural backgrounds in the countries in which I would like to tutor.

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Appendix A

Learning Styles

Appendix B

Job Application

Appendix C

CV

Appendix D

Covering Letter

Person 1		
Honey & Mumford	Reflector (Highest mark)	Preferred way of learning/working: Listening and sharing ideas with others, group work, looking for meaning, researching, and reviewing, thinking before doing, bringing unity to diversity, standing back from events, and observing. Disadvantages: Easily distracted, wastes time getting started, too easy-going, sometimes indecisive, can forget important details, works in bursts of energy, inability to act spontaneously. Strengths: Collecting data from a variety of sources, looking at situations from various perspectives and grasping the big picture. Preferences: More interested in people (than structures) how they behave and feel, getting involved directly and then reflecting on the experience, more concerned with processes rather than the outcome. Concerns: personal meaning, feelings of others, maintaining wide-ranging interests, harmony.
Honey & Mumford	Theorist (2 nd highest mark)	Preferred way of learning/working: Enjoy being taught in a didactic way, prefer to work individually rather than in groups, like to have access to a lot of information/resources, collect data, enjoy reading, to specialise, planning to organise work, thinking things through, reworking assignments to achieve best results, make links between ideas, examining information carefully, critical evaluation, thinking sequentially, deductive reasoning. Disadvantages: Need a lot of information, reluctant to try anything new, like to do things in a set way, get bogged down in theory, do not trust feelings rely on logic, overcautious, heavily reliant on expert opinion without considering other views, uncomfortable in group work, may have difficulty understanding emotions and feelings. Strengths: Creating theoretical models, thoroughness, industriousness, verbal skills, developing and working with systems. Preferences: Dealing with ideas, solving problems, knowing the experts' views, to work alone. Concerns: Details, quality of information, the accuracy of facts, personal effectiveness, intellectual ability.
Dantec	Concrete experience	You are more interested in experiencing reality then looking at theory. You are good at relating to others and are good at making intuitive decisions. You are open minded about life.
Dantec	Abstract conceptualisation	You are logical and like new ideas. You prefer to think a situation through rather than rely on instinct. You like precision and the discipline of organised life.
Kolb	Dynamic learner	You need to know what can be done with things. You learn by trial and error and self-discovery. You like variety and excel in situations calling for flexibility. You tend to take risks, are at ease with people and sometimes can be pushy. You often reach accurate conclusions in the absence of logical justification. Strengths: Action, carrying out plans. Goals: To make things happen, to bring action to concepts Favourite question: What can this become? Careers: Marketing, sales.
Kolb	Common sense learner	You need to know how things you are asked to do will help in real life. You learn by testing theories in ways that seem sensible. You perceive information abstractly and process it actively. You use factual data to build designed concepts; you need first-hand experiences and enjoy solving problems by yourself. Strengths: Practical application of ideas. Goals: To bring your view of the present into line with future security. Favourite question: How does this work? Careers: Engineering, physical sciences, nursing, technical.

Person 2		
Honey & Mumford	Activist (Highest mark)	Preferred way of learning/working: Self-discovery, trial, and error learning, learning by doing, flexible approaches to learning, not worried about getting it wrong, can work well with others, likes attention, chairing meetings, leading discussions, more concerned with doing than thinking and feeling, like to get stuck in without wasting time. Disadvantages: Doing too many things, lack of planning, poor time management leaving things to the last minute, not checking/testing things out, jumping in too quickly and not thinking things through, being too pushy, not considering alternative ways of doing things, inability to stand back and allow other to take action. Strengths: Doing things, putting ideas into action, enjoying change and variety, flexibility, acting quickly. Preferences: New experiences, taking risks, getting involved in activities with people, getting things done. Concerns: Personal relevance, doing what interests them.
Honey & Mumford	Pragmatist (2 nd highest mark)	Preferred way of learning/working: Strong need to work on the practical and relevant problems, use skills and tinker with things, test theories and apply common sense, look at the information in a logical way and then act on it immediately, workshop and laboratory teaching methods, solve problems, reason deductively when focusing on specific problems, making instinctive judgements based on the practicality, clear goals, and adequate rewards. Disadvantages: Lack of patience with people's suggestions, wanting to do everything their way, lack of imagination, poor presentation, details can get in the way, inability to consider alternatives, intolerance to woolly ideas, only doing what is perceived as directly relevant to a given task, need to be in control and do it alone, not interested in concepts or theories. Strengths: Practical application of ideas, integrating theory and practice, decision making in organisations, getting things done. Preferences: More interest in structural aspects of situations than in people, "Hands-on" experience. Concerns: Testing things out to get the correct solution, practical application of what they learn.
Dantec	Concrete experience	You are more interested in experiencing reality then looking at theory. You are good at relating to others and are good at making intuitive decisions. You are open minded about life.
Dantec	Active experimentation	You like to influence people and change situations. You prefer to learn things that have a practical application. You are willing to take a risk to achieve your goals. You like to influence people and see results.
Kolb	Dynamic learner	You need to know what can be done with things. You learn by trial and error and self-discovery. You like variety and excel in situations calling for flexibility. You tend to take risks, are at ease with people and sometimes can be pushy. You often reach accurate conclusions in the absence of logical justification. Strengths: Action, carrying out plans. Goals: To make things happen, to bring action to concepts Favourite question: What can this become? Careers: Marketing, sales.
VARK	Visual learning style	Someone with a Visual learning style prefers seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flipchart and so on. Visual people will use phrases such as "show me," "let us have a look at that" and will be best able to perform new tasks after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.



First Aid Trainer Job Description

First Aid Trainer – Global

Location: Global

Hours: 40 hours per week (may include evenings and weekends)

Contract: Permanent

Salary: TBC

Could you teach people how to save a life?

We are recruiting for a customer-focused **First Aid Trainer** who will play a vital role in delivering first aid training and specialist courses, teaching life-saving skills. From helping someone unresponsive to treating burns, we equip people with the confidence to provide potentially lifesaving support in an emergency.

This role will require travel to some remote areas globally therefore candidates will need to be flexible. This role would ideally suit a candidate with a training, teaching or coaching qualification or a good level of relevant experience and transferrable skills.

Please note: Although you will be compensated for your business mileage, your home to base travel will not be included so proximity to the advertised location should be considered.

We hold ISO 9001 quality management accreditation, demonstrating the quality of service and training you can expect to deliver. We want our Trainers to be the best they can be. We provide a range of learning and development courses to aid your continual development, and you'll also have ongoing guidance from your Team Leader, who will support you via coaching, mentoring, regular workshops and team meetings.

This role might be for you if...

You've got a Training or Teaching qualification, or you're prepared to work towards one - if you don't hold a qualification, you will be supported to achieve a BTEC Award in Education & Training.

You're a strong communicator - you love listening to others, coming up with solutions to problems, challenging opinions and giving feedback.

You have experience in preparing and delivering a range of training courses, and you're confident in presenting to mixed ability groups.

A full driving licence and access to a vehicle are desirable and you'll be comfortable working on your own.

Please email Operations@smstrg.com with your letter and CV for consideration.

Lisa James

Mobile: 07842 662578

Email: lisajames6971@gmail.com

AREAS OF EXPERTISE

Customer service

Reporting financial information

Profit & Loss

Income audit

Cash management

Balance sheet and Cash flow statements

Bank/Ledger reconciliation

Accruals and Prepayments

Routine accounting tasks

Interpreting financial data

Sales ledger

Purchase ledger

Petty cash

Expenses reconciliation

Credit control/Debt recovery

Variance analysis

Sage

Quick books

Microsoft Suite

Excel

Word

Microsoft Dynamics Navision

Various CRM platforms

PERSONAL SUMMARY

An adaptable, resourceful, and enthusiastic individual who has broad experience in customer service, administrative duties, and bookkeeping. I am organised and motivated, a strong communicator with excellent interpersonal skills and knowledge of reporting and assisting in the production of monthly and year-end accounts. Contributing to teamwork and always displaying a willing and helpful manner when resolving, analysing, and investigating issues. I enjoy working independently as well as within a team using my initiative and skills to overcome challenges and prioritise my workload.

I am looking to further my career and prospects by working for an ambitious and expanding company, whilst continuing to study to improve my knowledge and become an effective manager.

WORK EXPERIENCE HISTORY

SMS Training – Cardiff

October 2020 to present day.

Group Coordinator/Finance Admin

Reporting to the company Director, responsible for overseeing the training of all safety and security courses, liaising with customers globally and helping manage the team in East Africa. I also am responsible for the maintenance of the company's accounting records in an efficient manner to ensure they are up to date, accurate and complete.

CURRENT DUTIES:

- Assisting the director with the general day to day running of the business.
- Director PA duties.
- Process and record all accounting transactions.
- Reconcile supplier statements.
- Process and authorise expenses.
- Analyse costs.
- Process payments.
- Reconcile the bank account.
- Administer petty cash and record transactions.
- Prepare HMRC VAT bookkeeping records.
- Deal with all customers enquiries.
- Price bespoke training packages.
- Deal with all Awarding Bodies.
- Booking and running training courses.
- Attend meetings with consultants.
- ISO 9001 & 45001 preparation.
- Collaborate with marketing for campaigns.
- Administration of all consultant contracts and assignment details.
- Project Management.
- East Africa and UK team management responsibilities.

Silverfish UK – Cornwall
Accounts Administrator.

June 2014 to present day.

Reporting to the Financial Controller, responsible for the maintenance of the company's accounting records efficiently to ensure they are up to date, accurate and complete.

DUTIES:

- Process and input stock and overhead purchase invoices onto the system.
- Reconcile supplier statements to the purchase ledger balances and follow up adjusting items.
- Prepare supplier payment run for authorisation and process the payments.
- Process and authorise staff expense claim payments and analysis costs.
- Obtain authorisation and supporting documents for non-purchase ledger payments.
- Input payment transactions into the system.
- Prepare the daily banking and post all sales ledger/nominal ledger transactions.
- Take customer payment telephone calls and process card payments.
- Process sales ledger credits/refunds and enter them into the system.
- Reconcile the bank account.
- Administer petty cash and record transactions onto the system.
- Prepare HMRC returns – intrastate, EC sales list & duty deferment.
- Input sundry VAT transactions as directed by the Financial Controller.
- Complete month-end procedures for the Financial Controller up to trial balance.
- Create reports in excel or in-house system required for analysis and cost control.
- Cover specified Financial Controller duties as agreed.
- Work closely with the Credit Controller on all ledger maintenance and cover duties as required.

ACADEMIC QUALIFICATIONS ACHIEVED

AAT NVQ Level 2 & Level 3

Exeter College

RSA Level 1, 2 & 3 Audio typing, word processing and Administration skills
Saltash College of Further Education

GCSE: 8 Achieved grade A to D
Saltash Comprehensive Community

EMPLOYMENT HISTORY

- SMS Training Group support Coordinator/Finance Admin - Present.
- Silverfish UK Ltd, Accounts Assistant – Jun 2014 to October 2020.
- Bovey Castle Hotel Ltd, Management Accountant - Apr 2008 to Jun 2014.
- Neptune Shipping Agency, Sales Ledger Clerk (temp) - Nov 2007 to Mar 2008.
- Direct Accident Management Services, Accounts Assistant - Feb 2006 to Oct 2007.
- DML Royal Dockyard, Accounts Assistant - Apr 2004 to Dec 2005.
- Telewest, Sales Executive & Credit Controller - Jan 2001 to Jan 2004.
- Rittal CSM, Production Controller - May 1998 to Jun 2000.
- Plymouth City Council, Administrator (temp) - May 1997 to May 1998.
- Meridian Records, Receptionist - Sep 1996 to May 1997.
- British Aerospace, Administrator & Production Controller - Jul 1989 to Sep 1996.

ACTIVE PROFESSIONAL DEVELOPMENT

AAT Level 4

QNUK Level 4 Certificate in Education and Training

Skills for the workplace Certificate Higher Education

ILM Level 4 Certificate and Diploma in Leadership and Management

PERSONAL SKILLS

Respectable work ethic

Keen to learn

Positive attitude

Communication skills

Target orientated

Ability to meet deadlines

Data entry

Numerical skills

Methodical

Practical

Attention to detail

Reliable

OTHER

Ful Driving Licence

REFERENCES

Available on request.

SMS Training

Address

Date

Dear Mr Spence,

I wish to apply for the role of First Aid Trainer, currently advertised on your website.

Please find enclosed my CV for your consideration.

As you can see from my attached CV, I have experience in the Industry administratively, and I believe the knowledge and skills built up during this time make me the perfect candidate for the role.

Thank you for your time and consideration. I look forward to meeting with you to discuss my application further.

Yours sincerely,

Lisa James

Lisa James 211 Glyn Eiddew Cardiff CF23 7BT

Tel: 07842662578

Email: lisajames6971@gmail.com